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ABSTRACT

The Prekindergarten Head Start (PKHS) program employed five different instructional models: Bank Street (BS), Behavior Analysis (BA), Montessori (M), Open Classroom (OC), and Responsive Learning (RL). All program components: education, social service, health and nutrition, staff development, and parent involvement performed as expected. Data from classroom observations indicate activities involving the following developmental categories were most often addressed: social interaction/rapport, language/vocabulary, and fine motor manipulation. A comparison of the developmental status (as reported on the Developmental Behavior Checklist) of PKHS children with the total prekindergarten population showed PKHS children performed successfully on the same or a greater number of items than the total prekindergarten population. Seventy-four percent of the PKHS population received physical exams and developmental histories. Social service workers made 6,030 family contacts focusing on attendance and recruitment. Approximately 85% of the PKHS Instructional staff attended staff development workshops. Respondents indicated that the workshops had greatest impact in two areas: basic skills and suspected child abuse and neglect. Seventy-eight percent of 565 parents attended at least one meeting, activity, or workshop during the year. All data collection instruments are appended. (Author/CP)

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PREKINDERGARTEN HEAD START EVALUATION
YEAR END REPORT
1977-1978

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Report #7916

October, 1978

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ABSTRACT

During 1977-1978 Prekindergarten Head Start (PKHS) was implemented in eighteen sites, primarily school buildings and local churches. The program followed a school day schedule and was predominantly oriented toward a direct instructional routine in preparation for regular school. In Philadelphia the program employed five different instructional models: Bank Street (BS), Behavior Analysis (BA), Montessori (M), Open Classroom (OC), and Responsive Learning (RL). The PKHS program supplemented its instructional component with three other major components: parent involvement, staff development, and special supportive services.

Data for each program component (Education, Social Service, Health and Nutrition, Staff Development, and Parent Involvement) were collected with the use of observation checklists, questionnaires, interviews, and monthly reports. Generally, descriptive statistics (percents/averages) for the total population were reported. In some cases the performance of each instructional model was compared to the total program. In the case of the Social Service Component progress toward achieving the five objectives listed in the Head Start Performance Standards was reported.

The PKHS program as a whole performed as expected in all major areas. Data from classroom observations indicate activities involving the following developmental categories were most often addressed: Social Interaction/Rapport, Language/Vocabulary, and Fine Motor Manipulation. A comparison of the developmental status (as reported on the Developmental Behavior Checklist) of PKHS children with the total prekindergarten population showed PKHS children performed successfully on the same or a greater number of items than

the total prekindergarten population. Seventy-four percent of the PKHS population received physical exams and developmental histories. In all, approximately 234 children received services for vision, hearing, and dental problems. Regarding social services, a total of 6,030 contacts were made by service workers in relation to families needs. The primary areas of concern during the contacts were attendance and recruitment. Approximately 85% of the PKHS Instructional staff attended staff development workshops. Respondents indicated that the workshops had greatest impact in the area of "improving the basic skills or basic skill readiness" and "suspected child abuse and neglect." Seventy-eight percent of 565 parents attended at least one meeting, activity, or workshop during the year.

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Name	Component
Mildred Asano	Social Services Mental Health
Cleopatra Figgures	Staff Development Health Services
John McKinney	Parent Involvement
David Silbermann	Education - Developmental Status

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I. Introduction

Prekindergarten Head Start (PKHS) was first implemented by the School District of Philadelphia in 1970. It was supported by both the Philadelphia Anti-Poverty Action Commission (PAAC) under the Community Service Act of 1974 and local funds. During 1977-1978 the program was implemented in eighteen sites, primarily school buildings and local churches. The program followed school day schedule and was predominantly oriented toward a direct instructional routine in preparation for regular school. The PKHS program provided a variety of experiences to counterbalance the effect of social and economic disadvantagement. In Philadelphia the program employed five different instructional models: Bank Street (BS), Behavior Analysis (BA), Montessori (M), Open Classroom (OC), and Responsive Learning (RL). The PKHS program supplemented its instructional component with three other major components: parent involvement, staff development, and special supportive services.

The staff consisted of 48 teachers, 48 aides, three instructional coordinators, a parent coordinator, three parent workers, a social service coordinator, three school community coordinators, a health coordinator, three nurses, a mental health specialist, and a nutritionist. (The reader is urged to keep in mind that during 1977-1978 the School District of Philadelphia experienced a series of financial crises which affected all programs. For the PKHS program the crises resulted in many teachers being reassigned and seven of 18 head teacher vacancies and one instructional coordinator vacancy not being filled.)

This report provides descriptive information on the program's performance

during 1977-1978, relying on data collected through various instruments involving direct observation, child developmental status records, questionnaires, and various data recording forms. Copies of the instruments are appended to the report.

II. Educational Component

The data reported under this component were collected from two sources the Prekindergarten Observation Form (PKOF) and the Developmental Behavior Checklist DBC, (see Appendix A). The PKOF data were used to provide a description of the PKHS program's developmental emphasis and the roles adults assumed while working with children. The DBC data were used to characterize the developmental status of children (reported in the Fall of 1977 and the Spring of 1978). The DBC replaced the Learning Accomplishment Profile (LAP) used by PKHS the previous year.

A. Classroom Observations - Developmental Emphasis

The PKOF was used in all of the PKHS instructional models. Observers trained in the use of the PKOF visited each room twice during the year. Data reported in Table 1 reflect the observed developmental emphasis for the total

TABLE 1

OBSERVED DEVELOPMENTAL EMPHASIS IN PKHS PROGRAM AND FOR THE INSTRUCTIONAL MODELS

DEVELOPMENTAL CATEGORY (in PKHS Rank Order)	TOTAL PKHS	INSTRUCTIONAL MODEL				
		BS	BA	M	OC	RL
1. Social Interaction/Rapport	58%	45%	63%	21%	74%	59%
2. Language/Vocabularly	40%	43%	44%	68%	20%	57%
3. Fine Motor Manipulation	35%	32%	32%	22%	44%	32%
4. Social Responsibility -Self Help	25%	28%	34%	29%	28%	22%
5. Ideation Math/Logic	23%	30%	31%	24%	18%	23%
6. Gross Motor	17%	24%	22%	16%	19%	7%
7. Fine Motor Draw/Write	5%	8%	3%	9%	5%	2%

PKHS program as well as each instructional model.

Theoretically, each developmental category could be observed 100% of the time, and therefore each percentage reflects the relative emphasis of a developmental category in relation to its theoretical possibility. Compared to the previous year the program has maintained the same degree of emphasis on all developmental categories except gross motor which had a slightly lower degree of emphasis this year.

In examining the differences in developmental emphasis among models several notable trends emerged,to be discussed below. All models were observed, consistently, to place less emphasis on the Fine Motor Draw/Write category (activities for this category include: writing, drawing, or painting on a horizontal plane). This category was expected to receive less emphasis, however, because the children are young, ranging in age from 3-4 years.

The following chart illustrates the trends in the relative emphasis observed for each of the developmental categories among the models.

DEVELOPMENTAL CATEGORY	CATEGORY EMPHASIS	
	Received Most Emphasis in	Received Least Emphasis in
Social Interaction Rapport	Behavior Analysis Open Classroom	Montessori
Language/Vocabularly	Montessori Responsive Learning	Open Classroom
Fine Motor Manipulation	Open Classroom	Montessori
Social Responsibilities Self Help	Behavior Analysis	Responsive Learning
Ideation-Math/Logic	Behavior Analysis	Open Classroom
Gross Motor	Bank Street	Responsive Learning
Fine Motor Draw/Write	No Difference	No Difference

The Behavior Analysis and Bank Street models tended to place greater emphasis on a wider range of developmental categories than other instructional models.

B. Classroom Observations - Adult's Roles

The PKOF data also were analyzed to determine the relative characteristics of the observed adult roles while interacting with children. The data reported below illustrate the type of adult roles observed in the PKHS program and provide an index which allows comparisons among the roles and models. (The index represents an average item frequency indicative of each adult role. The higher the index the more emphasis was given to the role.)

TABLE 2

TYPES OF ADULT ROLES AND THE
RELATIVE INDEX OF OCCURRENCE FOR EACH MODEL

Observed Adult Roles	Index for Total Program and Instructional Models					
	Total	BS	BA	M	OC	RL
Structurer	51	47	66	60	43	55
Direct Teacher	26	19	30	30	20	32
Indirect Teacher	17	13	21	10	19	17
Reader/Singer	15	15	23	13	12	16
Enforcer	10	9	11	11	7	12
Nurturer	8	3	9	5	9	11

(BS=Bank Street, BA= Behavior Analysis, M=Montessori, OC=Open Classroom, and RL=Responsive Learning).

Most of the adult interactions with children were characterized by the adult leading or controlling the activity. This structurer role was more predominant, however, in the BA and M models. Direct teaching was more predominant in the RL, BA, and M models. Indirect teaching (which is

characterized by social conversations with children, playing or working with children, making suggestions, etc.) was more prevalent in the BA, OC, and RL model. The role of Reader/Singer was more often observed in the BA model. The Enforcer role was more prevalent in the RL, BA, and M models. The Nurturer role was observed most in the RL, BA, and OC models. In summary, the BA model, followed closely by the M and RL models, seemed to employ the widest variety of roles, while the BS model employed the least.

C. Reported Developmental Status

Since October, 1977 PKHS teachers and aides have used the Developmental Behavior Checklist (DBC) (see Appendix A) to assess the developmental status of each child enrolled. The DBC provides information about a child's mastery of skills in seven developmental areas: Gross Motor, Find Motor Manipulation, Fine Motor Writing, Social, Self Help, Cognitive, and Language. The instrument is in a checklist format and is comprised of 173 items that measure specific developmental behaviors. Since many of the target behaviors may be exhibited by children at any time the staff integrated the use of the DBC into the daily program routine.

Two reports of children's developmental status were obtained, one as of January, 1978 and the other as of June, 1978. The twice yearly reporting process allowed the program staff to examine the child's status and to incorporate that information into a more individualized program. Table 1 in Appendix A shows the number of DBC reports made and shows that 650 (84.5%) of the children were assessed both in the Fall and Spring. The data reported in Table 2 of Appendix A show the developmental status of PKHS children as of the Fall and Spring data collections. As expected, the data indicate that for all subsections and age groups the children performed successfully on more DBC items in the Spring than in the Fall. The older

children (see the age group definitions) also performed more items successfully than did the younger children, as would be expected.

The data reported in Table 3 in Appendix A show the comparison of developmental status of PKHS children with the total prekindergarten population. The data indicate that for every comparison the PKHS children performed successfully on approximately the same or a greater number of DBC items than the total prekindergarten population which consists of programs (i.e., Child Care, Get Set, PKHS, and Parent Cooperative Nurseries) having basically the same purpose.

As mentioned earlier, one major reason for using the DBC is because the information it provides can be used for individual program planning. To this end, the data reported in Tables 4 and 5 in Appendix A were compiled. The data reflect the difference between Fall and Spring in the number of children who performed below certain criteria on the DBC. The data in Table 4 show the number of children who performed below the 25th percentile on any of the subsections, whereas the data in Table 5 show the number of children in any three (or more) subsections. The "Delayed" group were those who scored below the 25th percentile on at least one subsection in each of the three broad developmental areas: motor, social, and cognitive. For these tables the fall criteria were used to compare Fall and Spring differences. The data in both tables show a substantial reduction from Fall to Spring in the number of children below the 25th percentile.

The data reported below in Table 3 in the text, show comparisons of the five instructional models relative to children's average DBC performance. A statistical analysis of the data indicated that a difference of at least one point between the model's means was a significant difference. Based on that criterion, the models were compared and grouped into categories of High

(H), Medium (M), and Low (L). If the averages for all models on any one subtest were all within one point of each other, then they were categorized only as Medium (e.g., Self Help age group 3).

Several noticable trends emerged which were consistant with those reported the previous year. The Bank Street Model tended to be categorized High in more comparisons than the other models, while Behavior Analysis and Responsive Learning Models tended to be lower. The Montessori and Open Classroom Models tended to be categorized Medium. Further, the Behavior Analysis Model was categorized Low for all age groups on the Cognitive subsection. This was of particular interest considering that model's theoretical orientation which stresses cognitive skills. The Bank Street Model was categorized High for two of three age groups on the Social Skills and Language subsections which was consistant with that model's theoretical orientation. Also, the Montessori Model was categorized High for two of three age groups on the Self Help subsection which was consistant with that model's theoretical orientation.

TABLE 3

CATEGORIZED MEAN DBC PERFORMANCE FOR EACH SUBSECTION AND AGEGROUP* FOR ALL PKHS INSTRUCTIONAL MODELS

Model	Gross Motor			Fine Motor			Writing			Social Skills			Self Help			Cognitive			Language		
	1	2	3*	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
BS	H	H	H	H	H	M	H	H	M	H	H	M	H	H	M	M	H	M	H	H	M
BA	M	L	L	L	L	M	M	L	M	M	L	L	H	L	M	L	L	L	H	L	M
M	M	M	M	L	M	M	M	H	M	M	M	M	H	H	M	M	M	M	M	L	M
OC	M	M	L	H	H	M	M	H	M	H	H	M	H	H	M	H	M	M	H	M	M
RL	L	M	L	L	L	M	L	M	M	L	L	M	L	M	M	L	L	M	L	L	M

* Age Group 1 = 35-48 months 2 = 49-56 months 3 = 57-70 months

H = Mean was higher than the average.

M = Mean was about equal to the average.

L = Mean was lower than the average.

In 1976-1977 there were some clear-cut relationships between the models' developmental emphasis, as found in analysis of PKOF observed data, and developmental status information derived from the Learning Accomplishment Profile (LAP). The 1977-1978 data did not yield any definite patterns in this regard between PKOF and DBC findings. The lack of correspondance between PKOF observed emphases and DBC recorded emphases may be attributable to the frequently changing staffing patterns to which the program was subjected this year. However, the study of relationships between the two data sources will continue to be a major focus of the evaluation of PKHS.

III. Health Services

A major goal of the PKHS programwas to bring about a greater degree of social competence in children from low income families. To accomplish its goal the program's objectives and performance standards provide for the improvement of each child's physical and mental health. Progress toward achieving the objectives and performance standards for the health services component are summarized below.*

During the 1977-78 academic year a Health Advisory Committee, composed of 22 individuals from Health, Education, and Community Agencies, was established to plan and evaluate the operation of the Health Component. The activities engaged in by the Health Component include Medical, Dental, Mental Health and Nutritional services.

Regarding Medical and Dental screenings, the following accomplishments were documented:**

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* A more detailed and comprehensive examination of each objective is provided in ORE Report No. 7915.

** The reader is referred to Appendix B for a detailed display of the data.

1. Authorizations for health screenings were obtained from parents.

2. Seventy-four percent of the children received physical exams and developmental histories.

3. Seventy-six percent of the children received hearing screenings.

4. Seventy-five percent of the children received growth (height/weight) screenings.

5. Sixty-nine percent of the children received dental screenings.

6. Seventy-four percent of the children received vision screenings.

7. Sixteen of eighteen centers had lead poisoning screenings.

8. Fourteen of eighteen centers had podiatric screenings.

Through the screenings the following numbers and types of problems were detected, and the children were given appropriate service.

Number of Children	Type of Problem
34	Vision
14	Hearing
182	Dental
4	Lead Poisoning

Regarding mental health, (which for PKHS includes all handicapped conditions) there were 228 referrals (26% of the average enrollment) to the mental health unit. By the end of the year, 204 children received services (128 at community health agencies). Of the 204 children, 60% (122) were diagnosed handicapped* This number of handicapped children was 11.7% of the total yearly enrollment (1044) which exceeds the legislative requirement that 10% of the enrollment opportunities be available for handicapped children. Speech impairment was the most common type of mental health problem. Other types of mental health problems included: emotional disturbance, developmental delay, learning

*"Handicapped children" according to the Federal Register, Vol. 42, No. 163, August 23, 1977, "means those children evaluated... as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services.

disabilities, childhood fears and hearing. In addition to coordinating referrals to outside agencies and contacts with parents and staff, the program's mental health specialist provided recommendations based on observations of 16 children, and short term counseling and educational planning for 30 children.

IV. Social Services

During the 1977-78 academic year the PKHS program provided social services to approximately 1,020 families. The component had a staff of three Social Service Workers and a Social Service Coordinator. The major functions undertaken by the service workers included: 1) involving parents in the program, 2) serving as a liaison between the family, program, and community and, 3) enrolling families into the program. Data regarding the types and frequencies of social services provided by PKHS were collected on two forms, the Social Services Quarterly Report Form and a Social Service Component Form (see Appendix C). Results of the data analysis regarding the delivery of services to PKHS participants are described below. The five Social Service Component objectives from the Head Start Program Performance Standards are listed along with the corresponding activities provided during the year.

Social Service Objectives:

a. Establish and maintain an outreach and recruitment process which systematically insures enrollment of eligible children.

There were 3,376 requests for placement into the program during the 1977-1978 school year. Approximately 1,020 (30.2%) families were actually enrolled during that period. The average monthly enrollment from January to June 1978 was 876 children. The minimum enrollment in the program was 846 children (18 children x 48 classes). At the end of June, 1978 there were

427 families on a waiting list.

Data suggest that 90% of the PKHS population are 1 parent families, and 93%-95% have one child enrolled. Further, 90% of the families participate in the program primarily for the child's benefit, while 10% use the program to facilitate the parents' needs. In addition, 12% of the families have children with special needs or handicaps which fulfills the requirement that 10% of the enrollment opportunities be provided to handicapped children.

b. Provide enrollment of eligible children regardless of race, sex, creed, color, nation origin, or handicapped condition.

Data regarding race and sex of participants were available from the Early Childhood Unit's Prekindergarten File. (Information regarding the enrollment of handicapped children was discussed above under (a).) Observations of intake routines were not made to document enrollment policy implementation. The data presented in Tables 1 and 2 in Appendix C, however, do show enrollment data resulting from intake procedures. Table 1 shows that the enrollment of both sexes was nearly equal, and was proportional to the population in general. The data reported in Table 2 shows the enrollment of members of all five listed racial categories. Further, Table 2 shows that the racial distribution for PKHS was proportional to that of the elementary school feeder areas (ESFA) in which the PKHS centers were located. Hence, the policy of the program as implemented has yielded sex and race data consistent with the population served.

c. Achieve parent participation in the center and have program and related activities.

The data regarding parent involvement will be presented in a separate section later in this report, Section VI.

d. Assist the family in its own efforts to improve the conditions and quality of family life.

The data presented in Table 3 in Appendix C shows the number and percentage of families contacted each quarter as well as the frequency of contacts (coded in groups of 1-3, 4-6, and 7+ contacts) with any one family. The data indicate that 17% more families were contacted in 1977-1978 than during the same period in 1976-1977. Further, the bulk of the problems were resolved with three or fewer contacts indicating "short term" involvement by the service workers with many families.

Data regarding the purpose of the reported 6,030 social service contacts made by service workers were divided into three categories: contacts with families (63%), contacts with community agencies or in an advocacy role (6.8%), and contacts with other program personnel (30.2%). The data reported in Table 4 (Appendix C) show that 68.7% of all contacts with families concerned either admission/recruitment or the child's attendance. The method of contact was most often by phone (40.3%) or a home visit (36.3%). These findings were consistent with the 1976-1977 data.

e. Make parents aware of community services and resources, and facilitate their use.

The data regarding service workers contacts with community agencies as in an advocacy role are displayed in Table 5 of Appendix C.

Again, the primary area of concern during the contacts was the child's attendance. Noticeably few (7%) of the contacts dealt with information about Community Resources. Therefore, this objective did not receive the emphasis that other social service objectives received.

The remaining social service contacts were made with other PKHS Personnel. The data displayed in Table 6 (Appendix C) indicate the nature of these contacts to be consistent with the other types of contacts. This is, the bulk of these contacts (76%) dealt with the child's attendance or admission/ recruitment. This may reflect the teachers' concern with children's absences from the program.

V. Staff Development

This section describes some basic issues of staff development, as reported by Head Start teachers and aides. Issues under consideration were: (1) satisfaction with the types of staff development provided by supervisors; (2) the frequency of staff development this year as compared to last; (3) the extent to which this year's staff development resulted in greater classroom effectiveness; (4) the areas in which the instructional staff is willing to participate in staff development sessions without reimbursement; and (5) staff preference for topics and method of delivery for future staff development.

Data were collected with the use of the Staff Development Questionnaire (see Appendix D) developed in the 1976-1977 school year and revised for the 1977-1978 school year. A comparison between the two year's data is presented.

Forty-five questionnaires were returned by teachers (28), and aides (17) in the Prekindergarten Head Start Program. Over ninety percent of the respondents indicated having had at least three years of early childhood classroom experience (teachers, 95%; aides, 100%), and the majority had been with the Head Start program three years or more (teachers, 56%; aides, 100%).

Staff development workshops were attended by 85% of the staff. Approximately 80% of those workshops were provided by the School District of Philadelphia. A major finding in last year's staff development data (for all early childhood programs) was the request for more staff development, particularly on-site demonstrations and teaching assistance. To assess if that request had been considered by supervisors in their providing of staff development, the staff was asked if they had received on-site demonstrations and or teaching assistance more or less frequently or equal to last year. An average of 18% of the staff indicated "more frequently" (teachers 14%, aides 23%). Thirty-one percent responded that they had received staff development "less frequently" (teachers 25%, aides 41%). Thirty-one percent also reported that the "same amount" was given (teachers 32%, aides 29%). The remaining said they received no on-site assistance or demonstrations.

The staff was asked to report their satisfaction with ten services provided by the supervisory personnel (see Appendix D). Their responses indicated that they were generally satisfied when the supervisors "gave support in working out concerns about individual children" (approximately 80%), and "offered support in parent involvement" (teachers 65%, aides 75%). The teachers reported that they were generally not satisfied in regard to "on-site classroom training" (67%), and "locating available resource materials" (57%). The classroom aides did not select any particular area in which they were generally not satisfied with supervisory service, although five did report five areas of less than general satisfaction (see Appendix D).

The questionnaire also sought to determine the extent to which the teachers and aides reported their feelings that this year's staff development resulted in greater effectiveness in the classroom. Based on all responses, the two areas which provided the greatest impact on classroom effectiveness

were "improving the basic skills or basic skill readiness," and "suspected child abuse and neglect." The areas which appreared to have provided little change in classroom effectiveness were "learning about commercial materials" (teachers 85%), and "social behaviors" (aides 52%).

Approximately half of the teachers (57%), and aides (47%), expressed a willingness to attend staff development sessions without reimbursement for one topic "using the creative arts to enrich the curriculum." The majority of aides further selected "learning disabilities" (65%) and "classroom management" as a choice. Very few teachers or aides reported being willing to participate without reimbursement regarding other topics.

To determine what areas of staff development teachers and aides preferred for the future, they were asked to select five (of fifteen areas listed) and to select the method they preferred. Appendix D shows that the five areas preferred (by a majority of both teachers and aides) were "growth and development issues" -- primarily in workshop form; "social behaviors" -- primarily in workshop form; "classroom management" -- primarily through on-site demonstrations; "learning disabilities -- primarily in workshop form and "suspected child abuse and neglect" -- primarily in workshop form. The least preferred areas were "making effective use of physical space," and "learning about commercial materials."

In conjunction with the preceding information, data were collected regarding PKHS supervisors' feelings about staff development. The responses indicated that staff development was part of the regular days work with over 80% of the supervisors' time being spent in direct contact with teachers. The

supervisors were responsible for 6-15 centers each, (each center having approximately two classrooms), and in the 1977-78 school year, they visited and worked with each teacher a minimum of twenty-five times.

Joint consideration of supervisors' and staff responses about staff development revealed some similarity, although the general picture indicates that the staff's perception of what was received in staff development differed from what supervisors reported emphasizing.

The 1976-77 results are similar to those for 1977-78. Results were consistent with regard to little on-site teaching assistance/demonstration, but frequent on-site consultations (as given by supervisors and received by staff). Supervisors and staff showed continued concern about parent involvement and individual children, as based on reports about service satisfaction and emphasized activity. Teachers and aides expressed the opinion that for both years, that staff development on child abuse and neglect had positive impact on classroom effectiveness. Although this area was not selected last year as a preference for future staff development, this year's data indicates that it was emphasized and satisfactorily received.

VI. Parent Involvement

Data regarding the activities of parents in the PKHS program were collected with the use of the Parent Involvement Questionnaire (see Appendix E). All 18 sites returned a completed questionnaire. The data indicated that 565 or 78% of all parents attended at least one meeting, activity or workshop during the year. Parents were reported to participate in a wide range of activities in the program with the majority of them being child related. There were almost three volunteers per family and 53 total volunteer

hours per family. The list below depicts the types of activities in terms of volunteer hour percentages during 1977-1978:

Types of Activities in Order of Hours Spent	
Classroom Participation	- 52%
Fund Raising Events	- 17%
Work Done at Home	- 13%
Class Trips	- 11%
Administrative/Clerical	- 6%

Respondents also were asked to indicate the functions of the main parent group. The data indicate that the parent groups spent most of their time "Planning Social Events" and "Planning Fund Raising Events." Further, respondents were asked to list the number of parents and types of workshops provided to parents. The data indicate an average of 2 parents per family attended workshops during the year.* The workshops concerned such topics as Policy Planning (34%), Personal Growth and Development (30%), Education (21%) and Social Services (12%). Approximately 33% of the respondents indicated that outside community groups worked with the center's parent group during the year. The type of activities with which these groups were involved include: assisting in center activities, providing workshops, and social activities

Lastly, there were 90 parents of PKHS children employed during the year. They worked as noon time aides, substitute classroom aides, parent scholars for the BA model, and in other part time positions.

* Note this was determined by dividing the total attendance at all workshops by the total number of families.

Summary

The PKHS program as a whole performed as expected in all major areas. The following is a summary of major findings for each component in order of presentation.

A. Educational Component

Data from classroom observations indicate the same rank order of developmental emphases and observed adult roles as reported last year. Specifically, activities involving Social Interaction/Rapport, Language/ Vocabulary, and Fine Motor Manipulation were the three developmental categories most often observed. Regarding adult roles, most of the observed adult interactions with children were characterized by the adult reading or controlling the activity (structurer role).

Data from the DBC indicate, as expected, that children performed successfully on more DBC items in the Spring than in the Fall. Further, the number of children scoring below the Fall 25th percentiles on various subsections was reduced substantially in the Spring. A comparison of the developmental status of PKHS children with the total prekindergarten population showed PKHS children performed successfully on the same or a greater number of items than the total prekindergarten population.

B. Health Services

The PKHS health component provided services in the following areas: Medical, Dental, Mental Health and Nutrition. Seventy-four percent of the population received physical exams and developmental histories. Seventy-nine percent received dental screenings. The screenings resulted in the detection

and treatment of several types of problems for 234 children. Regarding mental health, there were 228 referrals to the mental health unit, of which 204 children received services. In addition to providing workshops to parents and staff, the nutrition component continued to provide breakfast, lunch, and snack to all children.

C. Social Services

Generally, the PKHS program has met its objectives for the social service component. The program functioned at full capacity with a waiting list of 427 families. Enrollment opportunities were available to both sexes and each racial group. Totally, there were reported 6,030 contacts made by service workers in relation to families needs. Sixty-three percent were contacts directly with the family, 6.8% were contacts with community agencies or in an advocacy role, and 30.2% were contacts with other program personnel. The primary areas of concern during the contacts were child's attendance and recruitment.

D. Staff Development

Approximately 85% of the PKHS instructional staff attended staff development workshops during 1977-1978. Respondents indicated that the staff development had its greatest impact in the areas of "improving the basic skills or basic skill readiness" and "suspected child abuse and neglect." The areas in which the staff felt there was little change in classroom effectiveness was "learning about commercial material" and "social behavior." Approximately half of the respondents expressed a willingness to attend certain few staff development sessions without reimbursement. The respondents indicated a need for future staff development in the areas of: growth and development issues,

social behaviors, classroom management, learning disabilities, and suspected child abuse. There was some discrepancy reported by staff and supervisors in their perceptions of what was emphasized in staff development.

E. Parent Involvement

Seventy-eight percent or 565 parents attended at least one meeting, activity, or workshop during 1977-1978. Parents were reported to have participated in a wide range of activities including: classroom participation, fund raising events, work done at home, and class trips. Approximately one-third of the respondents indicated that outside community groups worked with the center's parent group during the year. The community groups were involved in such activities as providing workshops and assisting with social activities.

There were 90 parents employed in the program as noon time aides, substitute classroom aides, parent scholars for the BA models, and in other part-time positions.

APPENDIX A

TABLE 1

Numbers of Completed DBC Reports for
Each Assessment Period and Age Group

Age Group	Assessed Only In Fall	Assessed Only In Spring	Assessed Spring and Fall	Percentage of Those Assessed in Fall Who Were Assessed in Spring
1	197	225	168	85.3%
2	258	272	218	84.5%
3	314	318	264	84.1%
Total	769	815	650	84.5%

TABLE 2

PREKINDERGARTEN HEAD START

DBC ADMINISTRATION FALL, 1977; SPRING, 1978

AVERAGE NUMBER OF ITEMS ACCOMPLISHED FOR EACH AGE GROUP ON EACH SUBTEST

	AGE GROUP 1*		AGE GROUP 2*		AGE GROUP 3*	
	Fall	Spring	Fall	Spring	Fall	Spring
Gross Motor (20 items)	9.9	12.6	12.7	16.0	15.5	17.8
Fine Motor Manipulation (14 items)	7.3	8.9	9.5	11.3	11.1	12.5
Fine Motor Writing (28 items)	7.3	10.4	11.3	16.3	15.6	20.4
Social Skills (21 items)	9.9	13.5	12.5	16.1	14.9	18.2
Self Help (21 items	12.4	14.8	15.3	17.9	17.5	19.5
Cognitive (45 items	14.7	19.8	21.5	28.9	27.6	34.4
Language (24 items)	10.6	12.8	13.8	16.4	15.9	17.9
	N=191	N=216	N=246	N=271	N=313	N=302

* Age Group	Birthdate	Age as of May 1, 1978
1	May, 1974 - June, 1975	35-48 months
2	Sept., 1973 - April, 1974	49-56 months
3	July, 1972 - Aug., 1973	57-70 months

TABLE 3
HEAD START

Average Number of Items Accomplished on Each Subsection of the DBC 1977-1978

Name of Subsection	AGE GROUP 1*		AGE GROUP 2*		AGE GROUP 3*	
	Head Start N=216	Total Pre K N=1350	Head Start N=271	Total Pre K N=1692	Head Start N=302	Total Pre K N=2069
Gross Motor (20 items)	12.6	11.9	16.0	15.4	17.8	16.9
Fine Motor Manipulation (14 items)	8.9	8.5	11.3	10.9	12.5	12.1
Fine Motor Writing (28 items)	10.4	9.9	16.3	16.2	20.4	20.3
Social Skills (21 items)	13.5	10.6	16.1	13.6	18.2	15.1
Self Help (21 items)	14.8	14.7	17.9	17.9	19.5	19.1
Cognitive (45 items)	19.8	20.3	28.9	29.2	34.4	33.9
Language (24 items)	12.8	12.2	16.4	15.5	17.9	17.0

*Age Group	Birthdate	Age as of May 1, 1978
1	May, 1974 - June, 1975	35-48 months
2	September., 1973 - April, 1974	49-56 months
3	July, 1972 - Aug., 1973	57-70 months

TABLE 4

NUMBER OF CHILDREN WITH SCORES BELOW THE
25TH PERCENTILE ON EACH SUBSECTION OF THE DEVELOPMENTAL BEHAVIOR CHECKLIST (DBC)
Spring, 1978

Name of Subsection	Age Group 1 N=168		Age Group 2 N=218		Age Group 3 N=264	
	Fall	Spring	Fall	Spring	Fall	Spring
Gross Motor (20 Items)	32 19.0%	9 5.4%	43 19.7%	16 7.3%	43 16.3%	13 4.9%
Fine Motor Manipulation (14 Items)	30 17.9%	6 3.6%	42 19.3%	12 5.5%	36 13.6%	12 4.5%
Fine Motor Writing (28 Items)	34 20.2%	11 6.5%	47 21.6%	13 6.0%	53 20.1%	11 4.2%
Social Development (21 Items)	34 20.2%	14 8.3%	50 22.9%	18 8.3%	58 22.0%	16 6.1%
Self Help (21 Items)	32 19.0%	9 6.4%	42 19.3%	10 4.6%	47 17.8%	8 3.0%
Cognition (45 Items)	34 20.2%	12 7.1%	50 22.9%	12 6.5%	54 20.5%	13 4.9%
Language (24 Items)	39 23.2%	16 9.5%	46 21.1%	17 7.8%	58 22.0%	23 8.7%

Percentages are based on the N for each Age Group

TABLE 5

Number of Children in Two Categories Scoring
Below the 25th Percentile in the DBC - 1977 - 1978

	Suspicious Group				Delayed Group			
	Number of Children with Item Counts Below the 25th Percentile on at Least Three Subsections (any three)				Number of Children with Item Counts Below the 25th Percentile on at least One Subsection in each of the Basic Areas of Motor, Social and Cognitive Development			
	Fall		Spring		Fall		Spring	
Age Group 1 N=168	35	20.8%	10	6.0%	25	14.9%	5	3.0%
Age Group 2 N=218	53	24.3%	10	4.6%	34	15.6%	5	2.3%
Age Group 3 N=264	53	20.1%	10	3.8%	32	12.1%	5	1.9%
Program Total N=650	141	21.7%	30	4.6%	91	14.0%	15	2.3%

Percentages are based on the N for each age group.

Child's Name _____

Center _____

Early Childhood Evaluation Unit

DEVELOPMENTAL BEHAVIOR CHECKLIST*

This checklist is a record of development for an individual child. It is meant to be a regular part of the ongoing program.

Directions for Use:

PREPARATION

1. Fill in all of the information above the double line on this page. Please PRINT and prepare one checklist for each child.

2. Use the checklist to record whether or not a child has mastered the skills or consistently shows the behaviors for each of the areas. (Gross Motor, Fine Motor Manipulation, Fine Motor Writing, Social Development, Self Help, Cognitive, Language). Most of these items should be observed as the child is involved in ordinary day to day activities.

RECORDING

Place the date that the behavior is observed in the appropriate column for each item. Use the "Yes" column if it is clear that the child either has mastered or consistently demonstrates the behavior called for. Use the "Partial" column if the child approximates the behavior or shows it occasionally, and use the "Not Yet" column when the child has not yet mastered the called for behavior. (In the Social Development section the columns are labeled "Seldom" "Sometimes" and "Frequently.")

* This checklist was developed for teacher use by a committee composed of School District of Philadelphia Program Staff, Day Care Providers, and members of the Early Childhood Evaluation Unit, Priority Operations Evaluation Services, Office of Research and Evaluation. (A reference list appears on the back cover.)

OFFICE OF RESEARCH AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA

6/28/78

The "Comments" column is for your use to record any information about a child's performance on any item that will be useful to you in planning an individualized program.

AT LEAST ONE COLUMN SHOULD BE CHECKED (OR DATED) FOR EACH ITEM ON THE CHECKLIST. As the child matures, it may be necessary to use all three columns to record the child's continuing development.

IMPORTANT NOTE: The items on this checklist are designed to cover the approximate developmental range of about 2 years to over 6 years. Therefore, it would be unusual for a preschool child to show mastery of all the items in any section. However each child should be given the opportunity to demonstrate all of the behaviors in all of the sections.

STARRED ITEMS: A star (*) next to an item means that a child will probably have difficulty with that item if he/she has not yet mastered the immediately preceeding item. This makes the checklist easier to use by lowering the number of items that need to be observed. It also avoids frustrating children by not encouraging them to attempt items for which they are not yet developmentally ready. In other words, if the item before a starred item is marked "Not Yet," the starred item can also be marked "Not Yet" without a careful observation. If the item before a starred item is marked "Partial" or "Yes," the child should have the opportunity to demonstrate the behavior.

REPORTING

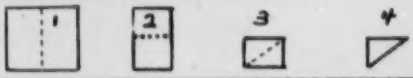
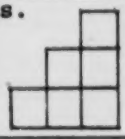
To report results for each child, please fill in the information requested on the last page of the checklist booklet, and detach the page for return to your Instructional Supervisor. In most cases, the report page will have a computer printed name label attached, and it will only be necessary to fill in section B. If there is no label, please fill in all of the information requested in both sections A & B.

In section B, record the number of items marked "yes" or "Frequently" for each developmental area. Please record all numbers less than 10 using a "leading zero" (09, 08, 07, ... 01, 00).

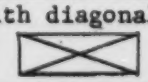
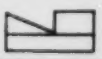
GROSS MOTOR

Behaviors	(✓) or Date			Comments:
	Not Yet	Partial	Yes	
1. Walks on tiptoes without holding on for 3 or more steps.				
2. Balances on one foot 5 seconds 2 out of 3 times. (Can do with either foot)				
* 3. Balances on one foot 6 to 8 sec. (can do with either foot).				
* 4. Balances on one foot 9 or more secs. (can do with either foot).				
5. Walks on a line 5 feet long and 1-2 inches wide. (each foot on the line)				
* 6. Walks 8 feet on board 4 inches high, 2-2½ inches wide (may use 2x4 properly supported).				
7. Jumps from 10-12 inch box (step) and does not fall down.				
* 8. Jumps from 12 inches, landing on toes without falling.				
9. Alternates feet when going up stairs.				
10. Squats in play (buttocks lower than knees).				
11. Throws small ball forward with overhand motion (hand comes forward higher than head).				
12. Catches 8-12 inch ball with hands (and chest O.K.) when bounced from 3-5 feet away, 2 of 3 tries.				
13. Can skip on one foot (other foot takes step forward).				
*14. Skips, alternating feet, 3 or more skips.				
15. Hops on one foot 2 or more times, other foot stays off ground.				
*16. Hops on one foot for a distance totalling at least 6 feet (can do on each foot).				
17. Walks on hands and feet (all fours with equal weight) for 8 or more feet.				
18. Steps backwards toe to heel 5 steps (place toe touching behind heel).				
19. Can run lightly on toes with heels held high.				
20. Does jumping jacks to cadence. (Hands and feet synchronized. Disregard aesthetics).				

FINE MOTOR MANIPULATION

Behavior	(✓) or Date			Comments:
	Not Yet	Partial	Yes	
1. Turns book pages one at a time.				
2. Makes mud cakes or sand pies.				
3. Cuts at least 2 inch straight line already drawn on paper.				
4. Picks up pins, threads, etc., (can do with either eye covered).				
5. Drives nails or pegs with hammer.				
6. Builds tower of nine blocks copying model (1" blocks).				
7. Strings four or more small beads on a shoelace.				
8. Rolls small balls out of clay (size of a pea)				
9. Builds "bridge" of 3 one-inch cubes, copying model.				
10. Builds tower of 10 or more one-inch cubes (no model).				
11. Imitates folding and creasing 3 times. 				
12. Folds triangle from 6 inch square paper in imitation.				
13. Builds stairs using six cubes. (from model) 				
14. Laces shoe, alternating three holes on each side (bow or other tie not required).				

FINE MOTOR WRITING

Behavior-Use pencil except where noted.	(✓) or Date			Comments
	Not Yet	Partial	Yes	
1. Imitates a 3" horizontal line.				
2. Imitates a 3" vertical line.				
3. Imitates a "V" stroke.				
4. Imitates a circular stroke.				
5. Imitates an "H" stroke.				
6. Imitates cross (+) (one in 3 tries).				
7. Copies circle (one in 3 tries).				
8. Copies 3 inch "star" (one of three tries).				
9. Copies square (one of three tries).				
10. Copies triangle (one of three tries).				
11. Copies rectangle with diagonals  (1 of 3 tries).				
12. Accurately copies diagram. 				
13. Accurately copies separate circles.				
14. Accurately copies touching circles.				
15. Paints strokes, dots, and circular shapes on easel with large brush.				
16. Draws with pencil or crayon using writing grasp (elbow rests on table).				
17. Draws person with two parts.				
18. Is able to add (draw) 3 parts to "incomplete man."				
*19. Is able to add (draw) 7 parts to "incomplete man."				
20. Draws simple house with roof, windows, door, and chimney.				

Fine Motor Writing items are continued on the next page.

FINE MOTOR WRITING

Behavior-Use pencil except where noted.	(✓) or Date			Comments
	Not Yet	Partial	Yes	
21. Draws recognizable person with head, trunk, legs, arms and features.				
22. Holds paper with passive hand while writing or drawing.				
23. Writes (prints) a few letters of the alphabet spontaneously. (not copied)				
24. Prints (SIMPLE) words at least three, 3 letter words).				
25. Prints three or more capital letters (may be copied).				
26. Prints first name (from memory)				
27. Prints the numbers "1" to "5" from memory.				
28. Traces diamond.				

SOCIAL DEVELOPMENT

Behavior	Occurrence			Comments
	Seldom	Sometimes	Frequently	
1. Initiates own play activities with minimal guidance.				
2. Plays simple group games such as "Ring Around the Rosey."				
3. Engages in domestic fantasy play (putting dolls in bed, "driving" cars, having "tea," etc.)				
4. Follows through on tasks. Finishes projects.				
5. Spontaneously joins a group to play.				
6. Listens to stories.				
7. Asks for (favorite) stories.				
8. "Takes turns."				
9. Will speak alone in front of a group.				
10. Is outgoing rather than "shy."				
11. Will put toys away alone.				
12. Engages in cooperative play with others. (Back and forth interaction related to the activity - e.g. passing blocks to make a road).				
13. Is calm rather than anxious.				
14. Plays competetive physical games (tag, hide and seek).				
15. Gets along well with other children.				
16. Abides by classroom rules.				
17. Converses without interrupting excessively.				
18. Accepts disagreement/constructive criticism.				
19. Handles materials with care.				
20. Shows respect for property of others.				
21. Plays simple table games with rules (checkers, dominoes, etc.).				

Behavior	(✓) or Date			Comments:
	Not Yet	Partial	Yes	
1. Removes coat without help other than buttons.				
2. Pulls on socks or mittens or pulls up pants.				
3. Takes off shoes (untied) mittens, hat, socks.				
4. Pulls down pants at toilet.				
5. Unzips zippers.				
6. Buttons 2 buttons after demonstration.				
7. Puts on coat unassisted (no buttoning).				
8. Unbuttons accessible buttons.				
9. Feeds self with little spilling.				
10. Spreads butter, peanut butter, jam.				
11. Pours from a small pitcher with little spilling. (Pitcher about 1/2 to 3/4 full.)				
12. Goes through the motions of washing and drying hands and face. (Perhaps not efficiently.)				
13. Washes and drys hands and face unassisted. (Actually removes dirt and gets dry.)				
14. Pulls on shoes. (May be on wrong feet)				
15. Uses a fork and spoon to eat.				
16. Laces shoes (does not need to tie).				
17. Distinguishes front and back of clothing that is not being worn.				
18. Dresses self correctly (except for tying laces and bows, and accessible buttons).				
19. Can cut clay into slices with a knife.				
20. Uses bathroom unassisted. (Takes complete charge; uses toilet paper; handles all clothing. Does not mention to adult that he is going to the toilet.)				
21. Ties shoe laces.				

COGNITIVE

Behavior	(✓) or Date			Comments:
	Not Yet	Partial	Yes	
1. Points to at least two body parts. "Point to your (eyes, chin, hair, nose, teeth, mouth, hand(s), feet (foot), ears)."				
* 2. Points to 9 body parts (as above).				
* 3. Points to 10 more body parts "Show me your (tongue, neck, knee, thumb, elbow, arm, back, ankle, cheek, shoulder)."				
4. Gives names of at least 3 objects -- gives use of at least one. (Show penny, key, shoe, pencil, knife, ball. Ask "what is this?" Regardless of whether the child names correctly, ask "what do we do with this?" Accept appropriate gestures.				
* 5. Repeats 4 digits 1 out of 3 trials (Example: Listen say "1, 8, 7, 2").				
6. Names 6 of 6 common objects: flag, chair, car, box, key, lock. (Use real objects, not pictures.)				
7. Names ten of 18 pictures of common objects: airplane, telephone, hat, ball, tree, key, horse, knife, coat, ship, umbrella, foot, flag, cane, arm, tire, pitcher, leaf.				
* 8. Names 14 of 18 pictures as above.				
9. Tells six actions: "What scratches, sleeps, flies, bites, swims, burns, cuts, blows, shoots, melts, sails, boils, floats, growls, stings, gallops, aches, explodes, roars, mews?" ("Me" is not an acceptable answer.)				
*10. Tells 13 actions (see number 9).				
*11. Tells 15 actions (see number 9).				
12. Can name one pictured animal from memory: 1. Show child pictures of dog, cat, cow, and bird. 2. Have child close eyes, and you cover one picture. 3. "Ask" which one did I hide?"				

Cognitive items are continued on the next page.

COGNITIVE

Behavior	(✓) or Date			Comments:
	Not Yet	Partial	Yes	
13. Comprehends 3 prepositions: "Put the pencil, on the chair" repeat with under, in front of, behind, beside. (Use objects, not pictures.)				
*14. Comprehends 4 prepositions as above.				
15. Finds animal, pictures that are alike (Lotto). (at least 5 matches)				
16. Names at least one of the following colors: red, yellow, blue, green, orange, brown.				
*17. Names all colors given in number 16.				
18. Matches all colors given in number 16. ("Show me a color like this one " Offer sample.)				
19. Gives sensible answer to at least one function question. (Why do we have cows, houses, umbrellas, books, cars, farmers.) Encourage more of an answer than "I like them," etc.)				
20. Gives sensible answers to at least 3 function questions. (see number 19)				
21. Gives sensible answers to all function questions. (see number 19)				
22. Can answer correctly the question "How many?" when shown two circles. (No counting)				
*23. Can answer correctly the question "How many?" when shown four circles. (No counting)				
24. Can verbalize the difference in texture between sandpaper and glass. (rough(er), smooth(er).				
25. Responds correctly to "A hat goes on your head, shoes go on your ____ (foot or feet not legs or toes).				
26. Tells a story about a picture.				
27. Names sensible materials when asked "What is a house made of?"				
28. Follows simple three step directions in proper order.				
29. Counts four pennies and correctly answers "How many are there?"				
*30. Counts six pennies and answers "How many?" (As above).				
*31. Counts thirteen pennies, and correctly answers "How many are there?" (As above).				

Cognitive items are continued on the next page.

COGNITIVE

Behavior	(✓) or Date			Comments:
	Not Yet	Partial	Yes	
32. Makes two opposite analogies.				
*33. Makes five opposite analogies.				
34. Defines six words: ball, river, desk, house, banana, curtain, ceiling, bush, sidewalk.				
35. Gives home address, (number and street).				
36. Acts out stories (in play).				
37. Gives own age.				
38. Can form rectangle of two triangular cards. "One of my cards □ has been cut in two ◿◺. Can you put these two cards together to make one like this?" □ (Use a 3"x5" card).				
39. Knows name of dime, penny nickel. (Does not need to know values.)				
40. Knows left and right.				
41. Tells "which is bigger, a cat or a mouse?" (no pictures).				
42. Can tell what number follows eight. (without counting from one).				
43. When given a colored crayon and a pencil can tell two differences and two similarities.				
44. When given a 3x5 card with two lines drawn on it consistently (3 of 5 trials) points to the long (or longest) line regardless of how the card is rotated.				

LANGUAGE

Behavior	(✓) or Date			Comments:
	Not Yet	Partial	Yes	
1. Child can join in with others and say a few nursery rhymes.				
2. Utters a negative statement of more than one word.				
3. Forms a verbal unsolicited question of more than one word.				
4. Speaks in approximately 6 word sentences.				
5. Uses nouns and verbs most frequently.				
6. Child can whisper while reciting or singing.				
7. Child can change voice to faster rate while reciting or singing.				
8. Child can increase volume of voice while reciting or singing.				
9. Recites at least one nursery rhyme.				
10. Asks questions beginning with "what?", "when?", "where?"				
11. Uses plurals.				
12. Can repeat a 6 word sentence.				
13. Verbalizes sounds: B, P, M, W, H.				
14. Names own drawing.				
15. Listens to stories for approximately 10 minutes.				
16. Talks to self in monologues.				
17. Relates experiences, describes activities.				
18. Can give synonyms for at least 4: forest, flag, street, throw, sleep, close, easy, intelligent, attractive.				
*19. Can give synonyms for at least seven words in number 18 above.				
*20. Can give synonyms for all nine words in number 18 above.				
21. Articulates without babytalk.				
22. Speaks fluently and correctly, except for confusions of s, f, th.				
23. Gives opposite for at least 4: mine, early, crooked, graceful, tense, shiny, dark, many.				
*24. Gives opposite for all words in number 23 above.				

Developmental Behavior Checklist

Report 1
Fall 1978

Individual Child Report Form

Directions: If a computer printed label is in section A, fill in section B only. If there is no label in section A, please fill in the information on the lines provided in section A, and then complete section B.

SECTION A

If child is attending Kindergarten, please check here. ☐

1 Last Name

2 First Name

3 Middle Initial

4 Center Code

5 Birthdate: Month / Date / Year

6 Office Use

7 8 9 10 11 Office Use

SECTION B

In this section, record the number of items marked "Yes" or "Frequently," for each developmental area.

12 Gross Motor

13 Fine Motor Manipulation

14 Fine Motor Writing

15 Social Development

16 Self Help

17 Cognitive

18 Language

Developmental Behavior Checklist

Report 2
Spring 1979

Individual Child Report Form

Directions: If a computer printed label is in section A, fill in section B only. If there is no label in section A, please fill in the information on the lines provided in section A, and then complete section B.

SECTION A

If child is attending Kindergarten, please check here. ☐

1 Last Name

2 First Name

3 Middle Initial

4 Center Code

5 Birthdate: Month / Date / Year

6 Office Use

7 8 9 10 11 Office Use

SECTION B

In this section, record the number of items marked "Yes" or "Frequently," for each developmental area.

12 Gross Motor

13 Fine Motor Manipulation

14 Fine Motor Writing

15 Social Development

16 Self Help

17 Cognitive

18 Language

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Office of Research and Evaluation
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Philadelphia, Pennsylvania, 19103

October 1977
Revised June 1978

APPENDIX B

TABLE I

NUMBERS OF CHILDREN RECEIVING PHYSICAL EXAMS, DEVELOPMENTAL HISTORIES, AND VARIOUS SCREENINGS FOR EACH PKHS CENTER DURING 1977-1978

CENTER	Number of Children Processed	Number Enrolled at End of Year	# Physical Exams/ Developmental Histories	Screenings Completed			
				Vision	Hearing	Dental	Growth
Arthur	65	58	24	41	42	32	41
Darrah	37	38	25	28	22	31	37
Drew	38	38	31	33	38	25	38
Duckrey	45	45	31	38	35	40	20
Fitler	58	57	38	45	41	37	26
Fulton	64	57	45	38	38	44	38
Hartranft	80	73	58	47	61	49	56
Logan	55	57	32	44	43	46	43
Ludlow	39	38	36	27	29	28	38
McMichael	55	57	34	31	51	30	38
Most Precious Blood	60	55	44	46	43	25	42
Our Lady of Mercy	43	36	36	30	31	28	31
Peace Lutheran	63	57	50	42	42	36	38
Pratt-Arnold	67	58	31	34	39	39	48
St. Francis DeSales	59	59	51	49	45	49	55
St. John Methodist	28	34	22	24	21	17	20
St. John United	41	36	36	28	29	28	33
Stanton	39	36	29	32	29	32	23
Total	938	889	653	657	679	616	673
Percentage	100	95.0	73.4	73.9	76.3	69.2	75.7

TABLE II

NUMBERS OF CHILDREN RECEIVING ADDITIONAL SCREENINGS AND IMMUNIZATIONS FOR EACH PKHS CENTER DURING 1977-1978

CENTER	No. of Children		No. of Identified Handicapped Children	Lead Poisoning Training Session*	Podiatric Screenings	Immunizations Completed			
	Processed	Enrolled				DPT**	Polio	Measles	Mumps
Arthur	65	58	6	*	ND	54	55	51	18
Darrah	37	38	9	-	-	19	19	3	19
Drew	38	38	4	*	30	17	17	3	13
Duckrey	47	45	4	*	ND	36	37	31	8
Fitler	58	57	6	*	52	50	50	8	6
Fulton	64	57	6	*	59	49	49	49	12
Hartranft	80	73	19	*	ND	76	72	71	29
Logan	55	57	4	*	49	35	35	35	22
Ludlow	39	38	3	-	25	29	30	27	1
McMichael	55	57	5	*	-	30	30	30	1
Most Precious Blood	60	55	5	8*	ND	49	49	47	4
Our Lady of Mercy	43	36	3	*	30	37	33	36	5
Peace Lutheran	63	57	14	*	48	45	44	43	17
Pratt-Arnold	67	58	3	*	ND	54	55	51	18
St. Francis DeSales	59	59	9	*	-	41	41	39	6
St. John Methodist	28	34	3	*	-	27	27	26	7
St. John United	41	36	14	*	38	38	38	38	25
Stanton	39	36	5	*	31	34	34	33	0
TOTAL	938	889	122	16	362	720	715	621	211

*Educational Training Sessions on Lead Poisoning were held for parents/children of these centers. The actual number of children to have screenings is not available. The total given is for number of sessions.

- No Session Scheduled

ND Not Determined

Ø Schedule Scheduled, but there were no participants.

** Diptheria, Pertussis and Tetanus

TABLE III

EARLY PERIODIC SCREENING DIAGNOSIS AND TREATMENT (EPSDT) RESULTS FOR PKHS CENTER DURING 1977-1978

CENTER	# Of Children Processed	EPSDT		
		Eligible	Ineligible	Not Determined
Arthur	65	54	9	2
Darrah	37	36	1	0
Drew	38	36	2	0
Duckrey	47	42	5	0
Fitler	58	47	11	0
Fulton	64	56	8	0
Hartranft	80	71	9	0
Logan	55	48	7	0
Ludlow	39	38	1	0
McMichael	55	55	0	0
Most Precious Blood	60	54	6	0
Our Lady of Mercy	43	39	4	0
Peace Lutheran	63	49	14	0
Pratt-Arnold	67	56	5	6
St. Francis DeSales	59	56	3	0
St. John Methodist	28	26	2	0
St. John United	41	26	15	0
Stanton	39	33	6	0
TOTAL	938	822	108	8

TABLE IV

NUMBERS OF CHILDREN IDENTIFIED AND TREATED FOR VARIOUS PROBLEMS IN EACH PKHS CENTER DURING 1977-1978

CENTER	No. of Children Enrolled	No. of Problems Detected from Physical Exams	No. of Children Vision Problems		No. of Children Hearing Problems		No. of Children Dental Problems	
			Detected	Under Treatment	Detected	Under Treatment	Detected	Under Treatment
Arthur	58	5	0	0	2	2	11	7
Darrah	38	7	1	1	0	0	8	5
Drew	38	3	1	0	1	1	6	4
Duckrey	45	4	2	2	0	0	14	2
Fitler	57	6	3	2	2	0	10	2
Fulton	57	4	0	0	0	0	12	6
Hartranft	73	18	4	4	1	1	15	8
Logan	57	4	6	3	2	0	5	1
Ludlow	38	3	3	3	0	0	6	4
McMichael	57	5	0	0	0	0	13	7
Most Precious Blood	55	4	3	3	0	0	9	6
Our Lady of Mercy	36	3	2	2	1	1	6	5
Peace Lutheran	57	13	2	2	0	0	14	9
Pratt-Arnold	58	2	2	2	2	2	9	4
St. Francis DeSales	59	9	0	0	3	3	16	7
St. John Methodist	36	3	1	0	0	0	9	5
St. John United	36	14	1	1	0	0	7	6
Stanton	36	5	3	3	0	0	12	6
TOTAL	889	112	34	28	14	10	182	94

TABLE V

PARTICIPANT ATTENDANCE AT PKHS SPONSORED EDUCATIONAL TRAINING SESSIONS

DURING 1977-1978

CENTER	Lead Poisoning	Accidental Poisoning	Head Start Health Services	How to Help Your Child Maintain a Healthy Body
Arthur	12	-	-	-
Darrah	NSS	12	-	-
Drew	8	10	-	-
Duckrey	5	-	-	-
Fitler	4	-	-	-
Fulton	2	-	-	-
Hartranft	7	-	-	-
Logan	6	-	-	-
Ludlow	NSS	-	-	-
McMichael	4	-	-	-
Most Precious Blood	20	-	-	-
Our Lady of Mercy	4	-	18	-
Peace Lutheran	0	-	-	12
Pratt-Arnold	5	-	-	-
St. Francis DeSales	16	-	-	-
St. John Methodist	10	11	-	-
St. John United	8	-	-	-
Stanton	12	-	-	-
TOTAL	123	33	18	12

NSS - No Session Scheduled
- No Information Available

TABLE VI

TOPICS PRESENTED AT PKHS SPONSORED NUTRITION WORKSHOPS DURING 1977-1978

CENTER	Parents		Children	#Children Enrolled at Center
Arthur			Showing of Filmstrip ("The Nutrient Express")	58
Darrah				
Drew				
Duckrey				
Fitler			Peanut Butter (Unit on Vegetables)	45
Fulton				
Hartranft			Showing of Filmstrip ("The Nutrient Express")	73
Logan	Feeding Your Child: Shopping Tips	13	Raw Vegetables (Unit on Vegetables)	57
Ludlow			Raw Vegetables (Unit on Vegetables)	38
McMichael				
Most Precious Blood			Made bread and butter (Unit on Milk and Cereals)	55
Our Lady of Mercy			Peanut Butter (Unit on Vegetables)	36
Peace Lutheran	Planning Better Meals for Your Family	6	Orange and Cranberry Relish (Unit on Thanksgiving)	57
Pratt-Arnold			Showing of Filmstrip ("The Nutrient Express") Raw Vegetables (Unit on Vegetables)	58
St. Francis DeSales	Feeding Your Young Child: Reading Labels	10	Made Vegetable Soup (Unit on vegetables)	59
St. John Methodist			Made Vegetable Soup (Unit on Vegetables) Made Butter (Unit on Milk Group)	36
St. John United	Course in Nutrition (7 classes)	70	Made Gingerbread Men (Unit on Self Image) Made Vegetable Soup (Unit on Vegetables) Made Ice Cream (Unit on Milk) Made Bread Pudding (Unit on Breads(Cereals) Fruits (Unit on Fruits)	36
Stanton				
Total	4	99	18	798

APPENDIX C

SOCIAL SERVICES COMPONENT (MONTHLY) QUARTERLY REPORT

1/24/77

Program_____ Site_____ Social Service Worker_____ Period Covered_____ Date_____

1. How many families did you initially identify as needing help of a social service nature this (month) quarter? (e.g., help in using community agencies; help with family problems, etc.) Do not include families whom you have previously identified as needing help._____

2. How many of these families (included above) were given help this (month) quarter?_____

3. Please indicate the types of help given in the chart below: (include all families.)

	Ways In Which Help Was Given							
	No. of Parent Contacts by Phone Only	No. of Home Visits	No. of Parent Conferences at Center	No. of Contacts with Other Agencies	No. of Persons Referred	No. of Cases Where You Acted on the Child/ Adult's Behalf	No. of Conferences with Staff	No. of Counseling Sessions with Families or Individuals
Areas in Which Help Was Given								
Child Attendance Problems								
Child's Physical Health								
Child's Mental Health								
Family Problems								
Program Info. Home-Schl. Liaison								
Info. About Community Agencies								
Admissions								
Recruitment								

4. How many families received their initial home visit this (month) quarter?_____

5. What is the total number of families with children in your center?_____

6. How many families were contacted 1-3 times during this (month) quarter?_____

7. How many families were contacted 4-6 times during this (month) quarter?_____

8. How many families were contacted more than 6 times during this (month) quarter?_____

9. How many families did you contact this (month) quarter to follow up on a problem that you dealt with in a previous period?_____

Comments on Back

yes_____ no_____

C-1

Social Services Component Information

_____ to _____

* 1. Number of Inquiries for Services ____

* 2. Number of Request/Application for Services ____

* 3. Number on Waiting List ____

4. Number of Families Admitted for Services (during the period) ____

   Number of Families Terminated from Services (during the period) ____

5. Number of Families and Children Currently Being Serviced in Program: Fam.___ Chldrn___

   a) Purpose of Service

      ____ Number parent oriented

      ____ Number child oriented

   b) Family Status

      ____ Number of one parent families

      ____ Number of two parent families

   c) Service Utilization by Families

      ____ Number using only regular service

      ____ Number using only special needs service

      ____ Number using both regular and special needs service

* Not applicable for Follow Through, Expansion and Project Bridge.

TABLE 1

HEAD START ENROLLMENT BASED ON SEX

Sex	Enrollment Status					
	September 1977 - October 1978		Number of Children Terminated from Program		February 1978	
Male	579	50.4	84	54.5	435	49.7
Female	570	49.6	70	45.5	440	50.3
TOTAL	1029	100.0	154	100.0	875	100.0

[1]Further information may be obtained by referring to the Menatl Health Section of the Health Services Component Head Start Report.

TABLE 2

Racial Groupings in Head Start

Geographical Areas	Racial Groupings									
	White		Black		Spanish Surnamed		American Indian		Asian	
18 Head Start Centers	108	10.5	851	82.7	62	6.0	1	.1	7	.7
18 Elementary School Feeder Areas	1265	11.3	8872	79.2	1033	9.2	3	.0	19	.3

TABLE 3

Number, Percentage and Frequency of Contacts with Families Each Quarter for 1976-1977 and 1977-1978

Quarter/Year	Number of Families	Percentage of Total	Percentage in each Frequency Category		
			1-3	4-6	7+
Q_1 76-77	418	53.3	85.6	11.7	1.4
Q_1 77-78	550	70.1	84.0	12.6	3.4
Q_2 76-77	444	54.7	81.5	15.1	3.4
Q_2 77-78	491	59.3	96.7	3.3	0.0
Q_3 76-77	462	57.1	67.3	27.9	4.8
Q_3 77-78	436	53.4	75.7	17.4	6.9

TABLE 4

COMPARISON DATA OF THE PURPOSE OF CONTACTS WITH PARENTS AND SELECTED METHODS OF ASSISTANCE WITH THE 1976-1977 SERVICE WORKERS ACTIVITIES[1]

Purpose of Contacts With Families	METHODS OF ASSISTANCE														
	Parent Contacts By Phone Only			Home Visits			Parent Conferences at Center			Referrals			Total Contacts		
	1977-1978		76-77	1977-1978		76-77	1977-1978		76-77	1977-1978		76-77	1977-1978		76-77
	N	%	%	N	%	%	N	%	%	N	%	%	N	%	%
Child's Attendance	587	15.5	14.6	498	13.1	15.2	201	5.3	6.2	0	.0	.4	1286	33.9	36.4
Child's Physical Health	43	1.1	1.3	49	1.3	2.4	18	.5	.4	20	.5	.6	130	3.4	4.7
Family Dsyfunctioning	75	2.0	.9	104	2.7	1.9	76	2.0	2.0	16	.4	1.2	271	7.1	6.0
Home School Liaison	297	7.8	7.3	139	3.7	4.4	164	4.3	3.4	5	.1	.1	605	15.9	15.2
Information About Community Agency	47	1.2	1.2	63	1.7	1.4	59	1.6	.5	17	.4	.9	186	4.9	4.0
Admission/ Recruitment	483	12.7	13.4	527	13.9	10.6	306	8.1	8.8	5	.1	.9	132	34.8	33.7
Total	1532	40.3	38.7	1380	36.3	35.9	824	21.7	21.3	63	1.7	4.1	3799	100.0	100.0

[1] These activities constitute 63% of all contacts made by the service workers (3799/6037). It excludes contacts through advocacy other agencies and staff conferences. Data for 1976-1977 is obtained from ORE Report #7888, Report of Early Childhood Program Social Services 1976-1977, pg. 30.

TABLE 5

Contacts with Community Agencies and Advocacy Role

Purpose of Contacts	Role of Service Worker					
	Community Liaison		Advocacy Role		Total Contacts	
Child Attendance	1	1.5	199	57.3	200	48.4
Child's Physical Health	1	1.5	41	11.8	42	10.2
Family Dysfunctioning	13	19.5	95	27.4	108	26.2
Home-School Liaison	6	9.1	0	0.0	6	1.5
Information about Community Resources	17	25.8	12	3.5	29	7.0
Admission/Recruitment	28	42.2	0	0.0	28	6.8
Total	66	99.8	347	100.0	413	100.0

TABLE 6

The Purpose of Service Workers Contacts with Program Personnel

Purpose of Contacts	Number	Percentage
Childs Attendance	959	52.5
Child's Physical Health	103	5.6
Family Dysfunctioning	191	10.5
Program	122	6.7
Community Resources	21	1.2
Admission/Recruitment	429	23.5
Total	1825	100.0

APPENDIX D

PREKINDERGARTEN HEAD START

EARLY CHILDHOOD EVALUATION UNIT
STAFF DEVELOPMENT QUESTIONNAIRE
RJ (REV. 4/78)

LOG NUMBER (1)
(OFFICE USE ONLY)

STATEMENT OF INTENT:

The purpose of this questionnaire is to continue documentation of the types, frequency, and perceived effectiveness of various staff development sessions across several early childhood programs.

The intent is to determine the range and extent of staff development available through the combined efforts of all personnel responsible for staff development (such as supervisory, resource, and support personnel) in each program.

Staff Development is considered to consist of all activities which lead to professional growth, including workshops, consultations, conferences, on-site visitations, meetings, newsletters, demonstrations, and informal discussions.

Please answer the following questions by circling the appropriate number following each question. You may enter comments on page 4.

We very much appreciate the time you are spending in completing this information.

BACKGROUND INFORMATION

2 INDICATE YOUR PROGRAM:

- BRIDGE
- CHILD CARE
- DURHAM INFANT TODDLER
- FOLLOW THROUGH
- FOLLOW THROUGH EXPANSION
- GET SET DAY CARE
- IMPACT AID
- PRE-K HEAD START ---------- 45
- PARENT CO-OP NURSERIES
- PRIMARY SKILLS
- REGULAR KINDERGARTEN

3 CIRCLE THE MODEL/OPTION UTILIZED IN YOUR SCHOOL/CENTER

- BANK STREET ---------- 6 (13)
- BEHAVIOR ANALYSIS ---------- 12 (26)
- BILINGUAL BICULTURAL
- EDC ---------- 1 (2)
- MONTESSORI ---------- 5 (11)
- OPEN CLASSROOM ---------- 8 (18)
- PARENT IMPLEMENTED
- PHILADELPHIA PROCESS
- RESPONSIVE LEARNING ---------- 10 (22)
- OPTION 1
- OPTION 2
- OPTION 3
- OPTION 4
- NOT APPLICABLE

4 COUNTING THIS YEAR, HOW MUCH EARLY CHILDHOOD (PRESCHOOL THROUGH GRADE 4) CLASSROOM OR CENTER EXPERIENCE HAVE YOU HAD?

- 1 – 2 YEARS 3 (7)
- 3 – 5 YEARS 19 (42)
- 6 – 10 YEARS 21 (47)
- OVER 10 YEARS 2 (4)

5 COUNTING THIS YEAR, HOW LONG HAVE YOU BEEN WITH YOUR PRESENT PROGRAM?

- 1 – 2 YEARS 11 (25)
- 3 – 5 YEARS 15 (33)
- 6 – 10 YEARS 18 (40)
- OVER 10 YEARS

6 INDICATE YOUR PRESENT POSITION:

- TEACHER 28
- ASSISTANT TEACHER
- AIDE 17

		1–5	6–10	OVER 10	NONE
7	HOW MANY WORKSHOPS HAVE YOU ATTENDED THIS YEAR?	28 (62)	9 (20)	2 (4)	4 (9)
8	HOW MANY OF THE WORKSHOPS WERE PROVIDED BY THE SCHOOL DISTRICT?	23 (51)	10 (22)	2 (4)	7 (17)
9	HOW MANY ON-SITE CONSULTATIONS HAVE YOU HAD THIS YEAR?* (SEE DEFINITION BELOW)	17 (38)	14 (31)	11 (24)	3 (7)

*ON-SITE CONSULTATIONS: *(This includes all meetings, conferences, planning sessions, and discussions, as well as informal communications with resource teachers, supervisors, model consultants, staff developers and other resource personnel who have functioned in a resource capacity.)*

10	COMPARED TO LAST YEAR, HAVE YOU HAD ON-SITE DEMONSTRATIONS/TEACHING ASSISTANCE?	MORE FREQUENTLY	LESS FREQUENTLY	SAME	NONE THIS YEAR
		8 (18)	14 (31)	14 (31)	8 (18)

11	BELOW ARE SOME SERVICES PROVIDED BY RESOURCE/SUPPORT/SUPERVISORY PERSONNEL. IF YOU ARE SATISFIED, CIRCLE "1", IF NOT, CIRCLE "2".	GENERALLY SATISFIED	GENERALLY NOT SATISFIED
	CONDUCTS WORKSHOPS	28 (62)	11 (24)
	INFORMS YOU OF PROGRAM INFORMATION, DECISIONS, AND PROCEDURES	28 (62	14 (31)
	LOCATES AVAILABLE RESOURCE MATERIALS	20 (44)	21 (46)
	ON-SITE CLASSROOM TRAINING	19 (42)	24 (53)
	GIVES SUPPORT TO INDIVIDUAL CONCERNS	28 (62)	14 (31)
	OFFERS SUPPORT IN PARENT INVOLVEMENT	31 (69)	11 (24)
	ARRANGES USE OF PROFESSIONAL DAYS	22 (49)	15 (33)
	GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	38 (84)	5 (11)
	GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	24 (53)	18 (40)
	GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS	28 (62)	16 (36)

12 INDICATE THE EXTENT TO WHICH YOU FELT STAFF DEVELOPMENT THIS YEAR RESULTED IN GREATER EFFECTIVENESS IN YOUR CLASSROOM.

AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE		
	LITTLE	MODERATE	GREAT
SOCIAL BEHAVIORS	26 (58)	13 (29)	4 (9)
PARENT INVOLVEMENT	19 (42)	21 (47)	4 (.9)
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	27 (60)	12 (27)	5 (11)
CHILD GROWTH AND DEVELOPMENT ISSUES	13 (29)	26 (58)	5 (11)
COMMUNITY RESOURCES	21 (47)	13 (29)	6 (13)
CURRICULUM DEVELOPMENT	22 (49)	20 (44)	———
CLASSROOM MANAGEMENT	26 (58)	15 (33)	2 (.4)
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	23 (51)	11 (24)	8 (18)
MODEL/OPTION RELATED TRAINING	26 (58)	13 (29)	3 (7)
HELPING CHILDREN TAKE TESTS	27 (60)	11 (24)	6 (13)
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	24 (53)	12 (27)	9 (20)
LEARNING ABOUT COMMERCIAL MATERIALS	32 (71)	6 (13)	5 (11)
INDIVIDUALIZING INSTRUCTION	23 (51)	13 (29)	7 (16)
LEARNING DISABILITIES	15 (33)	21 (47)	6 (13)
SUSPECTED CHILD ABUSE AND NEGLECT	19 (42)	16 (35)	9 (20)
USING TEACHER CENTER FACILITIES	23 (51)	12 (27)	8 (18)

13 INDICATE BY CIRCLING "1" IN THE APPROPRIATE COLUMN, THOSE AREAS IN WHICH YOU WOULD BE WILLING TO PARTICIPATE WITHOUT REIMBURSEMENT.

	YES
SOCIAL BEHAVIORS	14(31)
PARENT INVOLVEMENT	13(29)
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	24(53)
GROWTH AND DEVELOPMENT ISSUES	13(29)
COMMUNITY RESOURCES	13(29)
CLASSROOM MANAGEMENT	21(47)
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	15(33)
MODEL/OPTION RELATED TRAINING	13(29)
HELPING CHILDREN TAKE TESTS	12(27)
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	17(38)
LEARNING ABOUT COMMERCIAL MATERIALS	7(16)
INDIVIDUALIZING INSTRUCTION	14(31)
LEARNING DISABILITIES	20(44)
SUSPECTED CHILD ABUSE AND NEGLECT	14(31)
USING TEACHER CENTER FACILITIES	17(38)

14 FROM THE LIST BELOW OF AREAS FOR FUTURE STAFF DEVELOPMENT, SELECT THE FIVE YOU PREFER MOST BY CIRCLING "1" IN THE APPROPRIATE COLUMN. NEXT, SELECT THE FORM IN WHICH YOU PREFER THOSE CHOSEN BY CIRCLING "1", "2", OR "3" IN THE APPROPRIATE COLUMN.

AREAS OF STAFF DEVELOPMENT	PREFERRED "FIVE"	ON-SITE CONSULTATION	ON-SITE DEMONSTRATION	WORKSHOP
SOCIAL BEHAVIORS	4 (9)	7 (16)	3 (7)	6 (13)
PARENT INVOLVEMENT	2 (4)	4 (9)	3 (7)	6 (13)
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	3 (7)	0	3 (7)	15 (33)
GROWTH AND DEVELOPMENT ISSUES	5 (11)	2 (4)	1 (2)	6 (13)
COMMUNITY RESOURCES	0	3 (7)	2 (4)	5 (11)
CLASSROOM MANAGEMENT	4 (9)	3 (7)	5 (11)	4 (9)
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	1 (2)	8 (18)	3 (7)	1 (2)
MODEL/OPTION RELATED TRAINING	2 (4)	2 (4)	4 (9)	4 (9)
HELPING CHILDREN TAKE TESTS	3 (7)	0	3 (7)	1 (2)
IMPROVING THE BASIC SKILLS OR BASIC SKILL READINESS	2 (4)	3 (7)	9 (20)	8 (18)
LEARNING ABOUT COMMERCIAL MATERIALS	1 (2)	0	1 (2)	4 (9)
INDIVIDUALIZING INSTRUCTION	3 (7)	5 (11)	4 (9)	2 (4)
LEARNING DISABILITIES	4 (9)	9 (20)	4 (9)	13 (29)
SUSPECTED CHILD ABUSE AND NEGLECT	4 (9)	1 (2)	3 (7)	5 (11)
USING TEACHER CENTER FACILITIES	2 (4)	0	1 (2)	8 (18)

EARLY CHILDHOOD EVALUATION UNIT

STAFF DEVELOPMENT QUESTIONNAIRE

District Liaison Assistants/Resource Teachers/Supervisors/Staff Developers

Please answer the following questions by circling the appropriate number following each question or by writing your response. We very much appreciate the time you are spending in completing this information.

1. Indicate Your Program:

CHILD CARE	01
DURHAM INFANT TODDLER	02
FOLLOW THROUGH	03
FOLLOW THROUGH EXPANSION	04
GET SET DAY CARE	05
IMPACT AID	06
PARENT CO-OP NURSERIES	07
PRE-K HEAD START	08
PRIMARY SKILLS	09
PROJECT BRIDGE	10
REGULAR KINDERGARTEN	11

2. Is on-going staff development built into the school day in your program.

Yes	1
No	2

3. What percent of your time is spent in direct contact with teachers?

0-20%	1
21-40%	2
41-60%	3
61-80%	4
81-100%	5

4. How many schools/centers are you responsible for:

1-5	1
6-15	2
16-25	3
26-35	4
Over 35	5

5. How many times have you been able to visit <u>each</u> school/ center?

1-5	1
6-15	2
16-25	3
26-35	4
Over 35	5

6. How many classrooms are you responsible for?

1-5	1
6-15	2
16-25	3
26-35	4
Over 35	5

7. How many times have you been able to visit <u>each</u> classroom?

1-5	1
6-15	2
16-25	3
26-35	4
Over 35	5

8. How many times have you been able to work with each teacher this year?

1-5	1
6-15	2
16-25	3
26-35	4
Over 35	5

9. How many classrooms were you <u>unable</u> to reach?

1-5	1
6-15	2
16-25	3
26-35	4
Over 35	5

10. Compared to last year, have you been able to give on-site demonstrations/teaching assistance:

More Frequently	1
Less Frequently	2
Same	3
None At All	4

11. Estimate the amount of your time spent in each of the following staff development activities:

	LEAST	MODERATE	GREATEST
a. Conducting and/or arranging workshops	1	2	3
b. Informing staff of program information, decisions and procedures	1	2	3
c. Giving suggestions about the effective use of curriculum materials	1	2	3
d. Locating available resources and/or sharing materials	1	2	3
e. Giving support in solving classroom management problems	1	2	3
f. Suggesting activities; offering support in parent involvement	1	2	3
g. Arranging and/or approving use of professional days	1	2	3
h. Giving support in working out concerns about individual children	1	2	3
i. Giving support to individual concerns	1	2	3

12. Indicate the extent to which your activities have emphasized each of the following areas of staff development:

	MINIMALLY	MODERATELY	GREATLY
a. Human Relations, Social Behavior and Work Habits	1	2	3
b. Parent Involvement	1	2	3
c. Using Art, Music, Drama and Movement to Enrich the Curriculum	1	2	3
d. Child Development and/or Assessing Child Growth and Development	1	2	3
e. Community Resources	1	2	3
f. Curriculum Management and/or Making Effective Use of your Physical Space	1	2	3
g. Curriculum Development	1	2	3
h. Instruction Related Training	1	2	3
i. Suggestions for Helping Children Take Tests	1	2	3
j. Improving the Pre-Reading, Reading, and/or Math Programs	1	2	3
k. Selecting and Using Commercial Materials	1	2	3
l. Individualizing Instruction	1	2	3
m. Learning Disabilities	1	2	3
n. Suspected Child Abuse/Neglect	1	2	3
o. Using Teacher/ Resource Center Facilities	1	2	3
p. Other_____	1	2	3

_____

_____

_____

13. From the list below of areas for Future Staff Development, select the "FIVE" you would prefer to do most by circling "1" in the appropriate column. Next, select the method in which you would do those selected by circling "1", "2", "3" in the appropriate column.

AREAS OF STAFF DEVELOPMENT	PREFERRED FIVE AREAS	PREFERRED METHOD FOR PREFERRED FIVE AREAS: ON-SITE DEMONSTRATIONS	ON-SITE CONSULTATIONS	WORKSHOPS
a. Human Relations, Social Behaviors, and Work Habits	1	1	2	3
b. Parent Involvement	1	1	2	3
c. Using the Creative Arts to Enrich the Curriculum	1	1	2	3
d. Growth and Development Issues	1	1	2	3
e. Community Resources	1	1	2	3
f. Classroom Management	1	1	2	3
g. Making Effective Use of your Physical Space	1	1	2	3
h. Model/Option/Classroom Instruction Related Training	1	1	2	3
i. Suggestions for Helping Children Take Tests	1	1	2	3
j. Improving the Basic Skills Skils, or Basic Skill Readiness	1	1	2	3
k. Suggestions for the Selections and Use of Commercial Materials	1	1	2	3
l. Individualizing Instruction	1	1	2	3
m. Learning Disabilities	1	1	2	3
n. Suspected Child Abuse/ Neglect	1	1	2	3
o. Using Teacher, and/or Resource Center Facilities	1	1	2	3

14. Comments: Please indicate what factors would either facilitate or hinder staff development activities for your program.

APPENDIX E

TOTAL HEAD START SUMMARY DATA

OFFICE USE

Parent Involvement Questionnaire SY 1977-1978

1. IDENTIFICATION: Name of School or Center _____ Program _____

Name of Person(s) Completing Questionnaire _____ Phone _____

2. DESIGNATION OF PARENT GROUP: Is a program-specific parent group (such as the Follow Through Parent Advisory Council) in operation at the school or center level?

YES 18 100% NO

If the response to the above is NO, which one of the following is the main parent group that program parents are involved in at the school or center level?

Home and School Association

Title I Parent School Committee

Kindergarten-Counselor Project

3. FUNCTIONS OF PARENT GROUP: In the meetings of the parent group (the one designated above), indicate the amount of time spent on the following subjects: (Please mark only one response to each subject.)

	Little or None	Moderate	A Great Deal
Providing input for policy and budget decisions.	6 33.3%	4 22.2%	6 33.3%
Planning educational activities for the children.	3 16.7%	13 72.2%	2 11.1%
Planning educational sessions for the parent group.	6 33.3%	9 50%	3 16.7%
Planning Fund-raising events.	2 11.1%	3 16.7%	13 72.2%
Planning social activities.	1 5.6%	4 22.2%	13 72.2%

Other _____
(please specify)

4. PARTICIPATION OF COMMUNITY GROUPS: Did any community groups work with committees of the parent group designated above, or involve themselves in classroom activities during the school year?

YES 33% NO 66% If yes, name the community group(s) and what they did _____

_____

5. PARENT INVOLVEMENT INDICATOR: Indicate the number of parents who attended at least one meeting, activity, or workshop during this year. 565 (78%)

6. EXTENT OF VOLUNTEER WORK: Please indicate below the number of volunteers participating in the listed activities, and the number of volunteer-hours contributed. For example: if 2 parents participated in a 3-hour class trip, and 4 parents in a 2-hour class trip; the number of volunteers would be 6 (2+4=6), and the number of volunteer-hours would be 14 (2x3=6, 4x2=8, 6+8=14).

	Number of Volunteers	Number of Volunteer-Hours
Administrative/clerical work performed at the school or center (for example, mimeographing)	92	259
Classroom participation	526	1,280
Class trip participation	732	665
Work done at home (for example, baking, making costumes)	280	1,308
Work done at Fund-raising events	361	510
Other _____ (please specify)	0	0
Total	1,604	4,829

7. PARENT WORKSHOPS: This item is concerned with the parent workshops that were conducted at your center or school during this school year. For each type of workshop, please indicate three responses.

	Total Number of Workshops of This Type	Number of These Workshops Provided by Your Program	Attendance at the Workshops
Educational	325	291	293
Policy Planning	594	432	488
Social Services	18	18	22
Personal Growth & Development	162	162	162
Careers; Job Training	126	126	126
Other _____ (please specify)	18	18	164